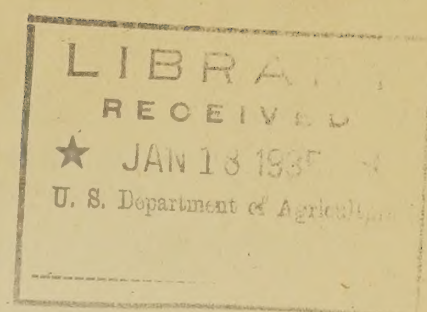


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UNITED STATES DEPARTMENT OF AGRICULTURE  
Agricultural Adjustment Administration  
Washington, D. C.



To: State Supervisors of Vocational Agriculture.

Subject: Distribution of instructional plans dealing with the Corn-Hog Program to Teachers of Vocational Agriculture.

Two plans of distribution are being followed. In all States with the exception of those listed below, copies of the instructional plans for distribution to teachers are being forwarded to State Supervisors of Vocational Agriculture.

In the following States, Ohio, Indiana, Illinois, Wisconsin, Iowa, Minnesota, South Dakota, Missouri, Nebraska, and Kansas, ten copies are being forwarded to State Supervisors and a copy is being forwarded directly to each teacher.

The material consists of instructional plans for teachers of vocational agriculture. The plans are designed to be used primarily in connection with evening school groups interested in studying the corn-hog program for 1935 and the general agricultural situation as related to the organization of the individual farm business. General instructions will be found in Unit No. 1 of the material.

This material has been prepared through a cooperative arrangement between the Agricultural Adjustment Administration and the Agricultural Education Service, Division of Vocational Education, Office of Education, by Dr. L. E. Jackson, Department of Agricultural Education, Ohio State University, Columbus, Ohio, who has been on special assignment with the Adjustment Administration. Mr. J. H. Pearson, representing the Washington office of the Agricultural Education Service, has collaborated with Dr. Jackson in the preparation of this material.

A limited number of additional copies of the material can be supplied upon request.

Very truly yours,

A handwritten signature in cursive script that reads "Reuben Brigham".

Reuben Brigham, Chief  
Regional Contact Section  
Division of Information.



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UNITED STATES DEPARTMENT OF AGRICULTURE  
Agricultural Adjustment Administration  
Division of Information

and

UNITED STATES DEPARTMENT OF THE INTERIOR  
Office of Education, Division of Vocational Education  
Agricultural Education Service  
Cooperating

UNIT NUMBER 1

A statement to teachers of vocational agriculture relative to the problems, objectives, and plans for instruction dealing with the organization of the individual farm business in relation to the economic situation and the Corn and Hog Program for 1935. This unit also contains plans for introducing the program of instruction.

PROBLEM

Farmers are confronted with the problem of managing their farms under present economic conditions, and in planning programs of reorganization in relation to the changes which may be expected to occur.

PURPOSE OF THE FOLLOWING PLANS AND MATERIALS

The following material has been prepared for the use of teachers of vocational agriculture in helping farmers to make decisions as to their problems in organizing the individual farm business. The materials and suggestions have been designed particularly for the use of teachers in dealing with evening classes of adult farmers. With a few modifications the material may also be used with part-time or all-day students.

GENERAL OBJECTIVE

To develop the ability of the individual farmer:

- (1) To use the available economic information in organizing the individual farm business.
- (2) To make the most effective use of the provisions of the 1935 Corn and Hog Program in organizing the farm business.
- (3) To recognize and appreciate the relationship of the individual farm business to the general welfare of various social groups.



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## GENERAL PLAN OF ORGANIZATION OF INSTRUCTION

The general plan of organization is as follows:

### Instructional Objectives

An objective for each unit or division of the material is stated in terms of what teachers may be expected to try to accomplish in the development of their students.

### Materials and Sources

Each instructional objective is accompanied by appropriate materials and a list of sources of information.

### Procedures and Expected Outcomes

Suggestions as to procedures to be used in carrying out the instructions follow the suggestions as to materials and sources. Suggestions as to expected outcomes and possible conclusions accompany the suggestions as to procedure.

A unit of instruction, therefore, may be thought of as consisting of, first, an instructional objective; second, a presentation of materials and a list of sources; and, third, suggestions as to procedures and expected outcomes. A teacher should read each unit through carefully before attempting to formulate his detailed plan of instruction.

## PLANS IN CONNECTION WITH SELECTED REFERENCES

All teachers should have available:

- (1) The Agricultural Situation - Issued monthly by the Bureau  
of Agricultural Economics,  
U. S. D. A.
- (2) Crops and Markets - Published monthly by the  
U. S. D. A.
- (3) 1931 Yearbook of Agriculture  
1933 " " "  
1934 " " "

In connection with many of the tables presented later, will be found notes indicating how the above references may be used in bringing the tables up to date, or in making available more complete information.

Teachers should read pages 101-140 of the 1934 Yearbook. An excellent presentation is made of "Agricultural Adjustment Measured in Progress Toward Parity Prices." Pages 1-99 are also valuable in building a background of information to be used in interpreting the present situation.





The following materials and references are used in connection with the various units. Check this list and send for any of the material which you do not have available.

(1) Large size wall charts - 30" x 40"

Chart No. 1 - Index of Prices Received and Paid by  
Farmers.  
Negative 26003 (B.A.E.)

Chart No. 2 - Farm Prices of Corn; Index of Retail  
Prices of Goods Farmers Buy.  
Negative 17609 C (B.A.E.)

Chart No. 3 - Farm Prices of Hogs; Index of Retail  
Prices of Goods Farmers Buy.  
Negative 17602 B (B.A.E.)

Chart No. 4 - CORN: Production, U. S. and Corn Belt,  
1910 to Date.  
Negative 26263 (FSS BAE)

Chart No. 5 - Feed Grain Production and Grain Consum-  
ing Animal Units on Farms on Following  
January 1, 1910-1934  
Negative 27826 (A.A.A.)

Chart No. 6 - Corn Fed as Grain or Forage and Hogs  
Slaughtered Under Federal Inspection,  
1920-31 1934-35  
Negative 27828 (A.A.A.)

Chart No. 7 - Hog-Corn Price Ratios and Hog Market-  
ings  
Negative 15242 B (B.A.E.)

Chart No. 8 - Corn Yields, Annual and Years Following  
Very Low Yields, 1866, 1934  
Negative 27827 (A.A.A.)

In case these charts have not been received, teachers  
should make a request for them to their state supervis-  
ors.

(2) Bulletin - Economic Bases for the Agricultural Adjust-  
ment Act, U. S. D. A.

By Mordecai Ezekiel  
and Louis H. Bean







- (3) Monograph No. 18 - Reorganizing the Individual Farm  
Business

U.S. Dept. of Interior  
Office of Education  
Vocational Education  
Washington, D.C.  
October 1933

- (4) Farmers' Bulletin No. 1564

PROCEDURES AND EXPECTED OUTCOMES

As an introduction to the whole problem, the teacher may well write upon the blackboard a question similar to the following:

Should I take part in the 1935 Corn  
and Hog Program?

Ask the farmers for their opinions in answer to the question, and from the discussion develop statements about as follows:

- (1) We will need to know the details of the proposed corn and hog program for 1935.
- (2) The essentials of the general economic situation or economic background must be understood in their application to the problem of organizing the farm business.
- (3) The organization of the individual farm business must be made in the light of the information developed under (1) and (2).

By using such a procedure, it is possible for the teacher to enlist the aid of the group in planning the general program of instruction to be followed. The farmers will appreciate and understand much better what is being done if such a plan is followed.

The teacher should develop the point of view that the group, including the teacher, is facing a big problem that needs to be analysed in detail before a final decision can be made.

Guide the farmers in developing a realization that the problem calls for an assembling of facts related to the problem, and a use of the facts in arriving at sound judgments involving the problem.

In approaching the problem, the teacher should be exceedingly careful to create the impression that the problem is to be attacked in a scientific manner. Appearances of bias and propaganda should be avoided entirely. The teacher should not make decisions for the farmers, but should





be of use to the farmers in helping them to decide for themselves the answers to the questions which lead to the solution of the problem so far as each farmer is concerned.

#### TIME TO BE USED FOR EACH UNIT

The units are not organized upon the basis of devoting one meeting or period to a unit. Some of the units may require more than one meeting in order to accomplish the objective. Teachers are expected to decide upon the amount of time to be devoted to the various units.

#### ORDER OF PRESENTING THE UNITS

While an order of using the units is suggested in the accompanying material, a teacher should study the needs of his particular situation and re-arrange the materials in any manner which may be more suitable.

